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ABSTRACT

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with herbs and spices and the selection and preparation of sauces and gravies. Illustrated information sheets and learning activities are provided in these areas: herbs and spices (using herbs and spices, storing seasonings, herb and spice chart); sauces and gravies (leading or "mother" sauces, chart of the leading sauces); and preparing sauces and gravies (secrets of sauce cookery; preparing roux-based mother sauces, hollandaise sauce, and gravy; and characteristics of a well-prepared sauce or gravy). The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included.

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LEARNING

ACTIVITY

PACK

5.11

SECTION 5

Using Herbs and Spices/ Preparing Sauces and Gravies

Basic Food Preparation

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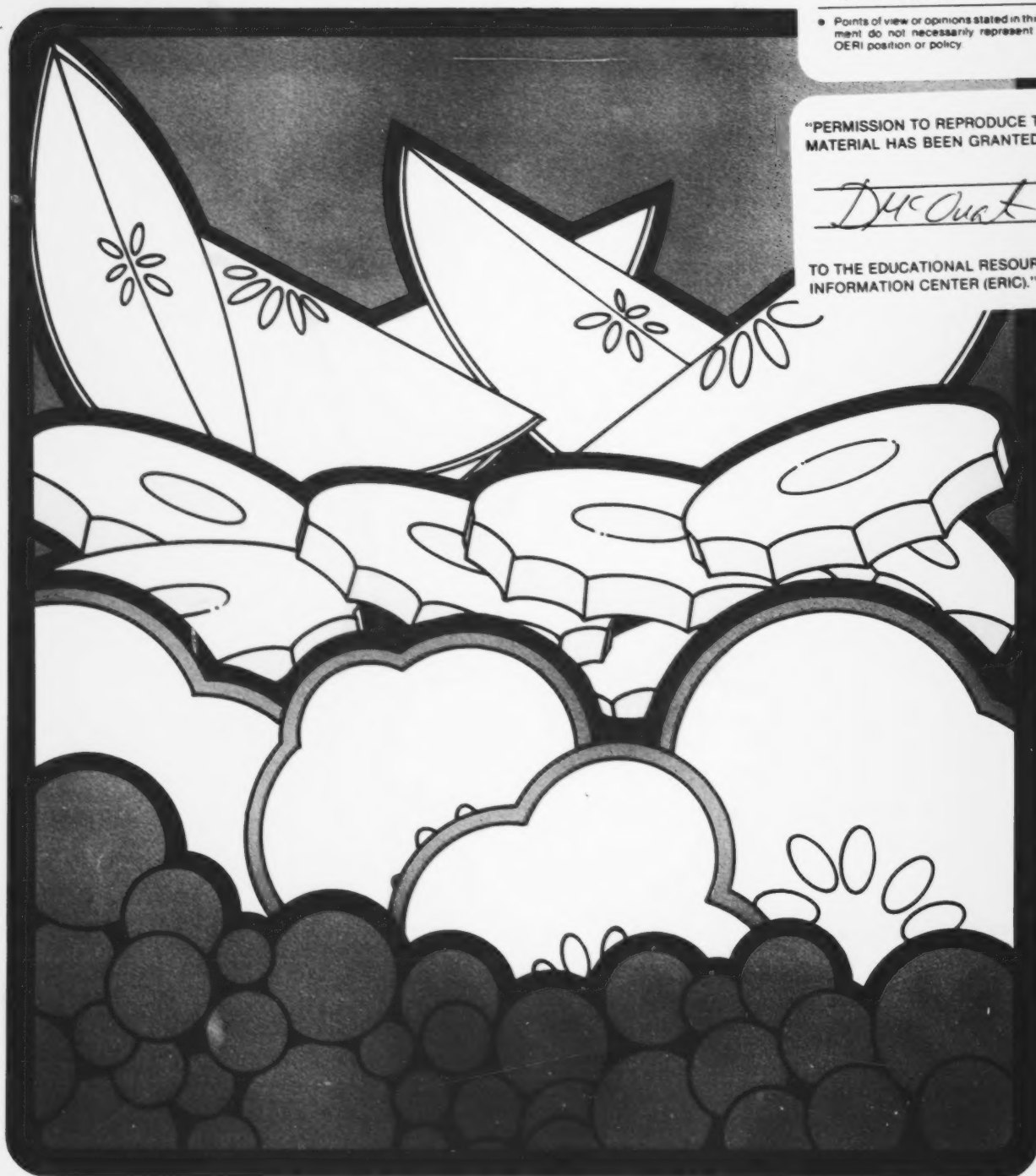
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For further information, contact:
Research Coordinating Unit
Bureau of Program Improvement
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32301

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5.11

Using Herbs and Spices/ Preparing Sauces and Gravies

Basic Food Preparation

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
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Division of Vocational, Adult, and Community Education

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The following individuals at The Center for Studies in Vocational Education, Florida State University, adapted the materials:

Romeo Massey, Project Manager

Catherine P. Fulford, Shahrokh Massoudi, Hilary L. Morris, and Margaret Van Every, Instructional Designers

Margaret Barlow, Ellen Wells, and Charles Silverman, Writer/Editors

John Francis, Visual Designer

Gary Carroll, Deborah Green, and Fred Clark, Illustrators

These materials are endorsed for use in training commercial foods and culinary arts workers by the **Florida Restaurant Association's Education Foundation.**

Purpose and Contents

Purpose

The purpose of LAP 5.11 is to help you learn to create flavorful and attractive foods by introducing you to herbs and spices, and to sauces and gravies. The difference between ordinary food and delicious food is in the cook's ability to select the right amounts of seasonings and sauces. Sauces are an essential part of good cooking. The selection and preparation of sauces gives cooks a chance to show their creative and imaginative skills. Cooks who have mastered the skill of preparing fine sauces and presenting them with the proper foods will find their services very much in demand.

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Introduction

Written Test

You will be able to pass the written test for LAP 5.11 when you can successfully complete the following:

1. Match a list of vocabulary words with their definitions. (At least 19 out of 22 must be correct.)
2. Choose the correct phrases to complete multiple choice statements about herbs and spices. (At least 11 out of 12 must be correct.)
3. Choose the correct phrases to complete multiple choice statements about sauces and gravies. (All 6 must be correct.)
4. Using matching words and phrases, fill in a chart of the leading ("mother") sauces with their common names, colors, main ingredients, and major uses. (The chart must be completely correct for names, colors, and ingredients. At least 17 out of 20 of the major uses must be correct.)

If you feel you already know enough to pass the written test for LAP 5.11 before studying it, talk with your instructor.

Skills Test

You will be able to pass the skills test for LAP 5.11 when you complete the following successfully:

1. Prepare espagnole (brown) sauce. The sauce must be smooth, glossy, and have a rich brown color. It should have the correct thickness. It should hold together and not become greasy. The sauce should have a fresh, rich flavor and be correctly seasoned. It should be served at the correct temperature.
2. Prepare béchamel (cream or white) sauce. The sauce must be smooth, glossy, and have a rich cream or white color. It should have the correct thickness. It should hold together and not become greasy. The sauce should have a fresh, rich flavor and be correctly seasoned. It should be served at the correct temperature.
3. Prepare tomato sauce. The sauce must be smooth, glossy, and have a rich red color. It should have the correct thickness. It should hold together and not become greasy. The sauce should have a fresh, rich, nonacidic flavor and be correctly seasoned. It should be served at the correct temperature.
4. Prepare velouté sauce. The sauce must be smooth, glossy, and have a rich cream or blond color. It should have the correct thickness. It should hold together and not become greasy. The sauce should have a fresh, rich flavor and be correctly seasoned. It should be served at the correct temperature.

Introduction (continued)

5. Prepare hollandaise sauce. The sauce must be smooth, glossy, and have a rich yellow color. It should have the correct thickness. It should hold together and not become greasy. The sauce should have a fresh, rich flavor and be correctly seasoned. It should be served at the correct temperature.
6. Prepare gravy. The gravy must be smooth, glossy, and have a rich color, appropriate for the type of meat with which it is served. It should have the correct thickness. It should hold together and not become greasy. The gravy should have the fresh, rich flavor of the meat and be correctly seasoned. It should be served at the correct temperature.

REMEMBER . . . Your final performance will also be judged on how well you:

- organize your work area for efficient production before starting,
- follow the steps correctly in the right order, and
- clean your work area when you are finished.

If you feel you already know enough to pass the skills test for LAP 5.11 before practicing the skills, talk with your instructor.

Learning Steps

To help you pass the written and skills tests for this LAP, you should follow these learning steps in order. There are two kinds of activities you will be asked to do:

Written activities will prepare you for the **written test**. They should all be done on a separate sheet of paper. The answers for these activities are in the back of this LAP. **Do not write in this LAP!**

Practice Checklist activities will prepare you for the **skills test**. This will be done in the kitchen or dining area. Check with your instructor before beginning these activities. Before beginning this LAP, ask your instructor for the filmstrip on sauces and gravies.

1. Read and study **Information Sheet 1: Vocabulary**.
2. Complete **Activity 1: Matching Vocabulary Words**. Check your answers.
3. Read and study **Information Sheet 2: Herbs and Spices**.
4. Complete **Activity 2: Herbs and Spices**. Check your answers.
5. Read and study **Information Sheet 3: Sauces and Gravies**.
6. Complete **Activity 3A: Sauces and Gravies**. Check your answers.
7. Complete **Activity 3B: Chart of the Leading (Mother) Sauces**. Check your answers.

Introduction (continued)

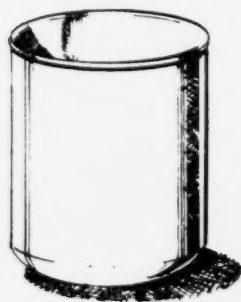
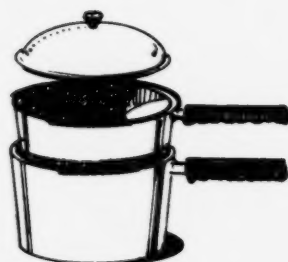
8. Read and study **Information Sheet 4**: Preparing Sauces and Gravies.
9. Complete **Activity 4A**: Practice Checklist—Prepare Espagnole (Brown) Sauce.
10. Complete **Activity 4B**: Practice Checklist—Prepare Béchamel (Cream or White) Sauce.
11. Complete **Activity 4C**: Practice Checklist—Prepare Tomato Sauce.
12. Complete **Activity 4D**: Practice Checklist—Prepare Velouté Sauce.
13. Complete **Activity 4E**: Practice Checklist—Prepare Hollandaise Sauce.
14. Complete **Activity 4F**: Practice Checklist—Prepare Gravy.
15. Get **Written Test 5.11** from your instructor and complete it. If you are successful, go on to Step 16; if not, talk with your instructor.
16. Have your instructor evaluate you on **Skills Test 5.11**. If you are successful, you have completed this LAP; if not, talk with your instructor.



1. **herb**—a nonwoody plant, often used in foods and medicines; examples are oregano and basil
2. **spice**—a plant part (seeds, bark, nuts, or fruit) that has a strong, warm taste—often used in foods; examples are pepper and cinnamon
3. **seasoning**—a flavoring for foods; examples are herbs, spices, and salt
4. **grind**—to crush into bits; also, the size of the ground bits (coarse grind, fine grind, etc.)
5. **mortar and pestle**—a bowl and tool for pounding and grinding seasonings and medicines
6. **sauce**—a richly flavored liquid (usually thickened) used to make food taste and look better
7. **gravy**—a thickened liquid made from the natural juices of cooked meats; it has the same flavor as the meat it is served with, and may be supplemented with stock of the same flavor
8. **stock**—the liquid in which meat, poultry, or fish trimmings and bones, or vegetables have been cooked
9. **roux** (pronounced roo)—equal amounts of fat and flour cooked together to form a thick paste; used to thicken stock for soups and sauces; it may be either light or dark; French roux is made with clarified butter
10. **derive**—to obtain from a parent substance, as sauce from stock
11. **consistency**—the thickness or thinness of a food, usually judged by how the food feels or “behaves”—for example, how a sauce drips from a spoon

Information Sheet 1 (continued)

Vocabulary



12. **concentrate**—to strengthen; also, a liquid that has been reduced (the water cooked out), resulting in a strong flavor
13. **dilute**—to add water to make the flavor less strong; opposite of concentrate
14. **break**—to form undesirable lumps in a sauce by overheating
15. **French whip**—a stiff wire whip used to blend semi-solid ingredients into liquids
16. **"balloon" or "piano" wire whip**—a flexible wire whip used to blend air into liquids or liquids into liquids
17. **double boiler**—a pot consisting of two sections; the lower section is used for boiling water, and the upper section, which fits over the lower, never touches the boiling water; used to prevent scorching or burning
18. **bain-marie** (pronounced *ban-ma-ree*)—a tall food-storage container designed to fit into a hot- or cold-water bath
19. **clarified butter** (or margarine)—butter (or margarine) which is heated until it is clear or transparent and the fat is separated from the salt, water, and nonfat milk solids
20. **scalded milk**—milk heated to just below the boiling point, about 185°F, when a skin begins to form
21. **deglaze**—to add water to the crusted juices of browned meats so their flavor can be used

22. **mirepoix**—(pronounced *mir'-pwa*) cleaned, rough-cut raw vegetables (usually onions, celery, and carrots) cooked with stocks and roasts and removed before service

Activity 1

Matching Vocabulary Words



Directions

On a separate sheet of paper, write each vocabulary word and then write the correct definition, chosen from the list on the next two pages.

Vocabulary Words

1. herb _____
2. spice _____
3. seasoning _____
4. grind _____
5. mortar and pestle _____
6. sauce _____
7. gravy _____
8. stock _____
9. roux _____
10. derive _____
11. consistency _____
12. concentrate _____
13. dilute _____
14. break _____
15. French whip _____
16. "balloon" or "piano" wire whip _____
17. double boiler _____
18. bain-marie _____
19. clarified butter (or margarine) _____
20. scalded milk _____
21. deglaze _____
22. mirepoix _____



Check your answers in the back of this LAP. If you missed any, review Information Sheet 1.

Activity 1 (continued)

Matching Vocabulary Words

Definitions



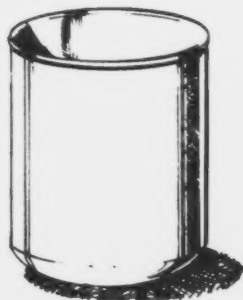
- A stiff wire whip used to blend semi-solid ingredients into liquids

- Milk heated to just below the boiling point, about 185°F, when a skin begins to form

- A flexible wire whip used to blend air into liquids or liquids into liquids

- A nonwoody plant, often used in foods and medicines; examples are oregano and basil

- A tall food-storage container designed to fit into a hot- or cold-water bath

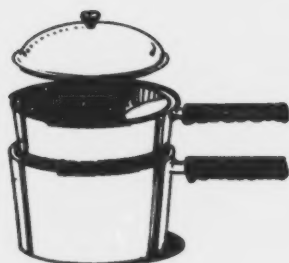


- A flavoring for foods; examples are herbs, spices, and salt

- A plant part (seeds, bark, nuts, or fruit) that has a strong, warm taste, often used in foods; examples are pepper and cinnamon

- Cleaned, rough-cut raw vegetables (usually onions, celery, and carrots) cooked with stocks and roasts and removed before service

- A pot consisting of two sections; the lower section is used for boiling water, and the upper section, which fits over the lower, never touches the boiling water; used to prevent scorching or burning



- Butter (or margarine) which is heated until it is clear or transparent and the fat is separated from the salt, water, and non-fat milk solids

- A richly flavored liquid (usually thickened) used to make food taste and look better

Activity 1 (continued)

Matching Vocabulary Words

- A thickened liquid made from the natural juices of cooked meats; it has the same flavor as the meat it is served with, and may be supplemented with stock of the same flavor
- The liquid in which meat, poultry, or fish trimmings and bones, or vegetables have been cooked
- To crush into bits; also, the size of the ground bits
- To add water to the crusted juices of browned meats so their flavor can be used
- Equal amounts of fat and flour cooked together to form a thick paste; used to thicken stock for soups and sauces; it may be either light or dark
- To obtain from a parent substance, as sauce from stock
- The thickness or thinness of a food, usually judged by how the food feels or "behaves"—for example, how a sauce drips from a spoon
- To strengthen; also, a liquid that has been reduced (the water cooked out), resulting in a strong flavor
- To form undesirable lumps in a sauce by overheating
- A bowl and tool for pounding and grinding seasonings and medicines
- To add water to make the flavor less strong



Information Sheet 2

Herbs and Spices



For many centuries herbs and spices have added flavor and variety to the foods people eat. These plants and their products have played an important part in the development of world trade. History books tell many stories of explorers, such as Marco Polo, who brought herbs and spices back to Europe from Asia.

An **herb** is a plant valued for its use in foods and medicines. Herbs are nonwoody plants many of which grow back every year, such as oregano and mint.

The most common pronunciation of herb in the United States is *urb*. However, many people prefer the British pronunciation, *hurb*. The choice is yours, since both pronunciations are widely used.

A **spice** is a plant part (seeds, bark, nuts, or fruit) that has a strong, warm taste. Spices are often used in cookery to season and flavor foods. Most spices are dried or cured under the tropical sun; the majority of them grow and are cultivated in the Tropics. The ginger root, source of a popular spice, is dug from the earth and then goes through a cleaning process before it is dried, ground, and exported as a spice. Cloves begin as flower buds, peppercorns as dried berries, and nutmeg as the dried seed of the fruit of a tropical tree.

It is quite common for a modern spice company to offer between 50 and 100 different spices. Spices are sold in either whole or ground form. **Whole spices** are seeds, pieces of bark, nuts, fruits, or other materials that have been cleaned but not processed. **Ground spices** are these same materials reduced to selected sizes and powders. This is done by passing the materials through pulverizers, hammer mills, or other grinding equipment. **Imitation spices** are what the name implies. They do not contain all natural spice ingredients.

Using Herbs and Spices

The world's cooks and food manufacturers have come a long way in developing new seasonings and flavors. The perfect flavor or combination of flavors for you may not be someone else's favorite, but this is just where the joy of experimenting with and discovering new flavors comes in. Both herbs and spices lend themselves to unlimited imagination when they are used with careful judgment. They make the most simple everyday food more palatable and appetizing. As the seasoning qualities and aromas of herbs and spices become more familiar through daily use, it becomes easy to develop new flavor combinations.

Though there can be no rigid and set rules for the art of using herbs and spices, it is useful to keep in mind the following two guidelines:

First, **use only fresh seasonings**. A spice or a dried herb which has been on a shelf until it has lost all its flavor can't possibly give flavor or seasoning to a food.

Information Sheet 2 (continued)

Herbs and Spices

Second, **do not use too much of any seasoning.** Herbs and spices are often stronger than the natural flavor of the food; when too much seasoning is used, the real flavor of the food is destroyed. All seasoning is meant to add to the food flavor but not to overpower it.

The misuse of herbs and spices is noticeable in food service establishments whose food has a bland or a bad taste. It is just as important to use the correct proportion of an herb in preparing a dish as it is in preparing an herbal medicine. When a blend of various seasonings in a dish is unsuccessful, the cook must know which spice or herb to add or to overcome. It is best when a recipe specifies the amounts of herbs and spices to be added. French cuisine is noted for its wise use of herbs and spices; traditionally they are applied very sparingly but with good results. Italian food is more highly seasoned but usually has only a few types of seasonings. The traditional American kitchen, steeped in pioneer cookery, uses a wide variety of herbs and spices.

Fresh herbs may be used in recipes calling for dried herbs, and vice versa. Use freshly dried or freshly ground seasonings carefully. Fresh seasonings are stronger than prepared seasonings, so use less of them. When using dried herbs in salads and sauces, warm them first for a few minutes in hot butter, hot milk, water, or lemon juice; the herbs will become more naturally flavorful.

Fresh leaves and seeds may be minced or crushed by placing them in a fine white cloth and applying pressure; or they may be crushed with a mortar and pestle. Cutting, crushing, or mincing fresh herbs before using them brings out their oils and true flavors. Even dried herbs do better if you rub them in the palm of your hand before adding them to the food you are preparing. Whole spices or uncrushed herbs should be added at the time the cooking is begun. Ground spices and crushed herbs should be added near the end of the cooking.

Tradition says that certain herbs are best with certain foods. Herbs with similar characteristics may be interchanged in a recipe. It is good to become familiar with the basic flavors and cooking principles of each herb or spice. Have the courage to experiment. Begin your experimenting by smelling and tasting the herb or spice itself. While you are cooking, taste what the food is like before adding anything, then take a taste after each herb or spice is added. You will begin to understand the strength and flavoring of each seasoning. Do this while you are following standard recipes; later you will be able to write your own. Be sure to notice the strength and quality of each herb or spice. Is it sweet, salty, or hot? Is it bitter or sour? Try to discover which seasonings are used together in ethnic (national) recipes. What makes spaghetti taste "Italian"?

Storing Seasonings

Whole spices keep their flavor a long time, or they would never have survived the long voyages from the Orient in centuries past. However, when ground they are not as long-lasting, and proper

Information Sheet 2 (continued)

Herbs and Spices

storage procedures are important. Generally the larger the grind the longer-lasting the spice. Fine grinds lose flavor much more quickly than do whole spices.

High temperature may cause flavor loss, and high humidity may cause caking and color change. A temperature between 50° and 60°F and humidity of 55 percent are commonly recommended. Some herbs, such as bay leaves should be shielded from direct sunlight to prevent color loss. Older seasonings should be used first, and the container should be resealed immediately after use.

Herb and Spice Chart

Herbs and spices especially good in **soups and chowders**

Anise seed	Cumin seed	Paprika
Basil, sweet	Dill, fresh	Parsley, fresh
Bay leaf	Dill seed	Parsley salt
Caraway	Fennel seed	Poppy seed
Cardamom seed	Garlic	Poultry seasoning
Celery	Garlic powder	Rosemary
Celery salt	Garlic salt	Saffron
Celery seed	Leek	Sage
Chervil	Mace	Savory
Chive salt	Marigold	Sesame seed
Chives, fresh	Marjoram	Sorrel
Cloves	Mint	Tarragon
Coriander seed	Mustard seed	Thyme
Cress, land	Oregano	Watercress

Herbs and spices especially good with **salads and salad dressings**

Basil, sweet	Dill, fresh	Paprika
Bay leaf	Dill seed	Parsley
Borage	Fennel	Pepper
Burnet	Garlic	Poppy seed
Caraway seed	Garlic powder	Rosemary
Cardamom seed	Garlic salt	Saffron
Celery	Horseradish	Savory
Celery salt	Lovage	Scallions
Celery seed	Marjoram	Sesame seed
Chervil	Mints	Shallot
Chili powder	Mustard, dry	Tarragon
Chives	Mustard seed	Thyme
Coriander seed	Nasturtium	Watercress
Curry powder	Oregano	

Information Sheet 2 (continued)

Herbs and Spices

Herbs and spices especially good with **cheeses**

Anise seed	Coriander seed	Oregano
Basil, sweet	Curry powder	Paprika
Caraway, fresh	Dill, fresh	Parsley
Caraway seed	Dill seed	Pepper
Cayenne	Fennel seed	Peppermint
Celery	Garlic salt	Rosemary
Celery salt	Marjoram	Saffron
Celery seed	Mustard plant	Sage
Chervil	Mustard seed	Sesame seed
Chili powder	Nutmeg	Thyme
Chives	Onion salt	

Herbs and spices especially good with **vegetables**

Anise seed	Curry powder	Oregano
Basil, sweet	Dill seed	Parsley
Bay leaf	Fennel, fresh	Pepper
Borage	Fennel seed	Poppy seed
Caraway seed	Lovage	Rosemary
Celery	Marjoram	Saffron
Celery salt	Mints	Sage
Celery seed	Mustard seed	Savory
Chili powder	Nutmeg	Sesame seed
Coriander seed	Onion	Tarragon
Cress, land	Onion powder	Thyme
Cumin seed	Onion salt	

Herbs and spices especially good with **eggs**

Basil, sweet	Curry powder	Parsley
Caraway, fresh	Marjoram	Pepper
Caraway seed	Mustard plant	Rosemary
Celery	Mustard seed	Saffron
Celery salt	Nutmeg	Sage
Celery seed	Onion	Savory
Chervil	Onion salt	Scallions
Chives, fresh	Oregano	Tarragon
Chive salt	Paprika	Thyme
Cumin seed		

Information Sheet 2 (continued)

Herbs and Spices

Herbs and spices especially good with **game and poultry**

Anise seed	Curry powder	Parsley
Basil, sweet	Garlic	Rosemary
Bay leaf	Garlic salt	Saffron
Caraway seed	Horseradish	Sage
Celery	Lovage seed	Savory
Celery salt	Marjoram	Shallot
Celery seed	Onion	Tarragon
Chives	Onion salt	Thyme
Cumin seed	Oregano	Watercress

Herbs and spices especially good with **meats**

Allspice	Curry powder	Paprika
Anise seed	Dill, fresh	Parsley
Basil, sweet	Dill seed	Pepper
Bay leaf	Fennel seed	Pickling spice
Caraway seed	Ginger	Poultry seasoning
Cayenne pepper	Horseradish	Rosemary
Celery	Mace	Saffron
Celery salt	Marjoram	Sage
Celery seed	Mints	Savory
Chervil	Nutmeg	Sesame seed
Chili powder	Onion	Shallot
Chives	Onion powder	Tarragon
Cloves	Onion salt	Thyme
Coriander seed	Oregano	Watercress
Cumin seed		

Herbs and spices especially good with **fish and shellfish**

Basil, sweet	Garlic	Oregano
Bay leaf	Garlic powder	Paprika
Cayenne pepper	Garlic salt	Parsley
Celery	Horseradish	Pepper
Celery salt	Lovage	Rosemary
Celery seed	Marjoram	Saffron
Chervil	Mint	Savory
Chives	Mustard	Tarragon
Curry powder	Onion	Thyme
Dill seed	Onion salt	Watercress
Fennel seed		

Information Sheet 2 (continued)

Herbs and Spices

Herbs and spices especially good with **desserts**

Allspice	Cassia	Mints
Anise seed	Cinnamon	Nutmeg
Basil, sweet	Coriander seed	Poppy seed
Bay leaf	Cumin seed	Rosemary
Borage flowers	Fennel seed	Saffron
Caraway seed	Ginger	Savory
Cardamom seed	Mace	Sesame seed

Herbs and spices especially good with **beverages**

Allspice	Cardamom seed	Nutmeg
Anise seed	Cinnamon	Rosemary
Basil, sweet	Cloves	Sage
Bay leaf	Ginger	Savory
Bergamot, wild	Mace	Tarragon
Borage	Mints	Thyme

Activity 2

Herbs and Spices



Directions

On a separate sheet of paper, choose the best answer and write out the complete statement.



1. Use only _____ seasonings.
 - aged
 - ground
 - fresh
 - whole
2. When using herbs and spices, remember:
 - _____.
 - too much of any seasoning is not good
 - herbs and spices are stronger than the natural flavor of most foods
 - seasoning is meant to add flavor, not to overpower food
 - all of the above
3. Spices are sold in _____ form.
 - ground or dried
 - whole or dried
 - whole or ground
 - ground or fresh
4. Whole spices are _____.
 - whole plants that have been ground
 - ground up seeds, bark, nuts, or fruits
 - seeds, bark, nuts, or fruits that are not ground
 - whole plants that have not been ground
5. Ground spices are _____.
 - whole plants reduced to selected sizes and powders
 - seeds, bark, nuts, or fruits reduced to selected sizes and powders
 - spices that come from under the ground, such as arrowroot
 - spices that are collected from the ground, such as nuts
6. Generally, the _____ the grind the longer-lasting the spice.
 - larger
 - smaller
 - finer
 - drier
7. When storing seasonings, _____ temperatures may cause flavor loss.
 - high
 - low
 - room
 - uneven

Activity 2 (continued)

Herbs and Spices

8. Seasoning containers should be _____.
 - left open to air out after use
 - resealed immediately after use
 - left open while cooking
 - resealed before storing
9. Seasonings should be stored to avoid _____, which can cause caking and color change.
 - high temperature
 - low temperature
 - high humidity
 - low humidity
10. You should usually use _____ freshly dried or ground seasonings (than, as) prepared seasonings.
 - less
 - more
 - the same amount of
 - twice as much
11. _____ herbs before using them brings out their flavor.
 - browning
 - drying
 - crushing
 - all of the above
12. To learn what each seasoning tastes like in foods, you should _____.
 - follow standard recipes
 - eat at different kinds of restaurants
 - taste the food you are preparing each time you add a new seasoning
 - make up your own recipes and add many kinds of seasonings

Check your answers in the back of this LAP. If you missed any, review Information Sheet 2.



Sauces are thin or partially thickened liquids made from ingredients that go well with foods and make them taste better. Gravies are similar to sauces. They are made in the same way and have the same basic characteristics. When meats are roasted they create natural juices. When these juices are used unthickened with the fat removed, it is called *au jus*. When the juices are slightly thickened it is called *jus lie*. When both the juices and the fat are thickened, usually with roux, it is called gravy. The amount of gravy can be increased by adding stock from the meat to the natural juices. The main difference between a sauce and a gravy is that the gravy has the flavor of the meat with which it is served, whereas a sauce usually adds other flavors.

The preparation of sauces and gravies is one of the most difficult procedures in the kitchen. Large kitchens employ a sauce cook, who, in the profession, is close to the top of the culinary ladder. The sauce cook produces all dishes requiring a sauce (except cold sauces). While a sauce can be made from a group of ingredients, often it is developed in connection with the raw materials of a dish, as in a gravy. If there is no gravy, stock is often used as the sauce's base. And of course, the better the stock the better the sauce.

A sauce may increase flavor, balance the menu with contrasts in color and texture, add moisture, or serve as a garnish or binding agent for such foods as casseroles or croquettes. The sauce should never overpower the food, but rather should be a *part* of the food. Neither should a sauce be used to mask the flavor of a dish; poorly prepared meat or poultry cannot be covered up by a sauce.

The preparation of sauces and gravies gives cooks a chance to show their creative and imaginative skills. There are, of course, certain standards that must be met when preparing sauces. The person who can meet these standards and create a dish with a distinctive flavor is the one who will be remembered whenever good food is discussed.

Leading or "Mother" Sauces

There are thousands of sauces varying in name and content. They fall into three general categories: warm sauces, cold sauces, and dessert sauces.

The warm sauces are derived from a few *leading* sauces that are used as a basis for others. The leading sauces are sometimes referred to as "mother" sauces, because so many other sauces are made from them.

The leading or mother sauces are:

1. Espagnole (brown)
2. Béchamel (cream or white)
3. Tomato
4. Velouté
5. Hollandaise (butter)

Information Sheet 3 (continued)

Sauces and Gravies

The sauces made from these leading sauces are called "small sauces." They are made by adding extra ingredients to a leading sauce.

Espagnole (brown) sauce is made from brown stock and browned roux. It is one of the most important leading sauces, used in the preparation of meat and poultry dishes and in gravies, small sauces, and certain stews and soups. Generally it is prepared in large quantities and kept on hand in the commercial kitchen. Brown sauce is used to supplement natural gravy drippings and is used if additional gravy is needed for beef stew.

Béchamel (cream or white) sauce was originally prepared from veal stock; the term *béchamel* now is used for any cream sauce. Béchamel is derived from milk and/or cream with the addition of white roux. It is used with all types of vegetables and creamed dishes, and with soups, fish, poultry, dairy, and macaroni products. Unlike brown sauces, cream sauces are not kept in storage because they sour quickly. This is why sauce cooks have to make only as much of this sauce as they will need for daily service. To avoid a pasty consistency, all white sauces must be cooked long enough to produce a silky, creamy-white texture. The cook must be careful not to whip the sides or bottom of aluminum pots or a greyish sauce will result.

Tomato sauces are prepared from tomato products, white stock, and roux. They are served with meatloaf, spaghetti and other macaroni dishes, meatballs, fish, roast beef, veal, or pork. They are also used in preparing other products with a tomato character. Spices, garlic, sugar, onions, bacon, and ham can be added as desired.

Tomato sauces are made in many varieties. The tomatoes give it a tomato flavor as well as a red color. The sauce keeps the bright red color if it is not cooked too fast or too long. The tomato concentration of the sauce allows for many variations.

Velouté sauce is derived from chicken, veal, or fish stock, although chicken is the usual ingredient. Light (blond) roux is added to the stock. Velouté sauce is associated with the product from which it is derived; an example is supreme sauce, which is chicken velouté with the addition of cream.

Hollandaise sauce is not a roux and stock sauce like the others. Hollandaise is a rich, warm, mayonnaise-like sauce made from eggs and butter and seasoned with lemon juice and salt. It is served with fish, vegetables (especially asparagus and broccoli), or eggs. Some of its more spicy variations are served with meat. Hollandaise sauce also is used to improve various sauces made with roux. Like béchamel sauce, hollandaise is not kept in storage, because it can quickly go bad.

Information Sheet 3 (continued)

Sauces and Gravies

Chart of the Leading (Mother) Sauces

Leading or Mother Sauce	Common Name	Color	Main Ingredients	Major Uses
1. <i>espagnole</i>	brown sauce	brown	brown stock + butter or margarine roux	beef, veal, pork, poultry, gravy, stews, and soups
2. <i>béchamel</i>	cream sauce or white sauce	cream or white	butter or margarine roux + cream	soups, fish and shellfish, poultry, dairy products, pasta dishes
3. <i>tomato</i>	tomato sauce	red	tomatoes + butter or margarine roux	pasta dishes, fish and shellfish, beef, veal, pork
4. <i>velouté</i>	velouté	cream or blond	white stock + butter or margarine roux	poultry, veal, fish and shellfish
5. <i>hollandaise</i>	butter sauce	yellow	butter or margarine + lemon juice + egg yolks	fish and shellfish, eggs, vegetables

Activity 3A

Sauces and Gravies



Directions

On a separate sheet of paper, choose the best answer and write out the complete statement.



1. The three categories of sauces are: _____,
_____, and _____.
 - meat, poultry, fish
 - brown, white, red
 - warm, cold, dessert
 - hot, frozen, cold
2. The leading sauces are called "mother" sauces because _____.
 - they are the five best sauces
 - they are the five most used sauces
 - so many sauces are made from them
 - they add warmth and color to the food
3. The leading or mother sauces are: _____,
_____, _____, _____, and _____.
 - espagnole, béchamel, italiano, béarnaise, hollandaise
 - meat, poultry, vegetable, fish, shellfish
 - espagnole, béchamel, velouté, hollandaise, tomato
 - brown, cream, green, white, red
4. Small sauces are sauces that _____.
 - are always made in small amounts because of spoilage problems
 - are used in small amounts because they are so rich
 - use a very small decorative garnish cut in shapes
 - are made from leading sauces by adding a few ingredients
5. _____ and _____ sauce are not kept in storage because they sour quickly.
 - espagnole, béchamel
 - béchamel, hollandaise
 - tomato, espagnole
 - hollandaise, espagnole
6. Hollandaise is not a _____ and _____ sauce like the other mother sauces.
 - roux, stock
 - cream, roux
 - stock, butter
 - butter, egg

Check your answers in the back of this LAP. If you missed any, review Information Sheet 3.

Activity 3B

Chart of the Leading (Mother) Sauces



Directions

**DO NOT
WRITE**



On a separate sheet of paper, draw the chart below. Then fill in the chart using the lists below. You may use a term more than once.

Leading or Mother Sauce	Common Name	Color	Main Ingredients	Major Uses
1. <i>espagnole</i>	_____	_____	_____	(name five) _____
2. <i>béchamel</i>	_____	_____	_____	(name five) _____
3. <i>tomato</i>	_____	_____	_____	(name four) _____
4. <i>velouté</i>	_____	_____	_____	(name three) _____
5. <i>hollandaise</i>	_____	_____	_____	(name three) _____

Common Names

cream sauce or white sauce
velouté
tomato sauce
brown sauce
butter sauce

Colors

red
brown
cream or white
yellow
cream or blond

Main Ingredients

butter or margarine
white stock
brown stock
tomatoes
lemon juice
butter or margarine roux
egg yolks
cream

Major Uses

beef
poultry
fish and shellfish
veal
pork
eggs
vegetables
dairy products
pasta dishes
soups
stews
gravy

Check your answers in the back of this LAP. If you missed any, review Information Sheet 3.

Information Sheet 4

Preparing Sauces and Gravies



What makes a good sauce? Flavor, strength, and consistency. Flavor comes from adding the right kind of ingredients. Strength comes from the quantity of raw ingredients used. Consistency comes from adding thickening agents or, better, cooking for a long time.

It is very important that the seasoning of a sauce be correct so that the sauce is not flavorless or its flavor overstrong. Seasoning is an art learned through experience, and extreme care must be taken in the use of spices and herbs until this art is mastered. Many sauces are derived from the same basic stocks that are used in soup making. The richer these stocks are, the better the sauces derived from them will be. For this reason, sauce stocks are often reduced in volume and made stronger by boiling them down to a concentrate.

A sauce should never be too thick—that is, too starchy. If flour is required, it must be heated thoroughly when combining it with butter or fat; otherwise the sauce will look like glue and taste like raw flour. In all the sauce recipes that follow, flour is used in this manner to guarantee a smooth product.

A sauce should be the right consistency so that it flows readily and provides a coating for the food, but it should never be so heavy that it soaks the food or makes digestion difficult. Sauces sometimes are reduced (concentrated) by simmering, or diluted with stock, or removed from the heat to prevent breaking.

A finished sauce is best kept covered in a steamtable pot called a bain-marie. The white sauces especially tend to form a skin on top; to avoid this, a few flakes of fresh butter can be put on the surface of the sauce. A sauce ladle should be ready for use.

All sauces can be blended with other ingredients such as cream, sour cream, wine, juices, purees, eggs, cheeses, butter, and seasonings. Sauces should be blended in small quantities at the time of serving. Garnishes can be sauteed in butter or heated before they are added to a sauce.

Secrets of Sauce Cookery

1. Use a heavy saucepan to prevent burning.
2. Use a spoon for stirring.
3. Use a French whip to blend any lumps that may appear.
4. Always use high-quality ingredients and seasonings.
5. Follow the recipe carefully. Sauces require constant attention, so do not attempt another task while preparing a sauce.
6. Serve sauces with a two- to four-ounce ladle. The amount of sauce used should be enough to enrich the flavor of the food but not overpower it.

Information Sheet 4 (continued)

Preparing Sauces and Gravies

Preparing Roux-based Mother Sauces

The roux-based mother sauces are espagnole, béchamel, tomato, and velouté. Ingredients and directions for particular sauces are listed in sauce recipes. The following are *general* steps for making roux-based sauces:

1. **Clarify the stock** and set it aside.
2. **Melt fat.** Use a double boiler or saucepan with a thick bottom to evenly distribute the heat. Use only clarified butter or margarine or fats known to have no water content. To make clarified butter or margarine, melt it and allow the water, salt, and milk solids to sink to the bottom. Pour the oil from the top, and strain through a cheesecloth into a bain-marie. Discard the water, salt, and milk solids.
3. **Stir in flour.** This fat-flour mixture is called a roux. It is used to thicken sauces by combining it with liquid. There are three types of roux: white, pale, and brown. The color depends on the temperature and the amount of time you cook it before removing it from the heat or adding liquid. The longer you cook it the darker it gets. The darker the roux, the more you need to thicken* the sauce.
4. Remove the roux from the heat and **pour the roux into the stock.** If the stock is cold, pour in the roux all at once. If the stock is hot, the roux should be stirred in gradually to distribute the starch in the flour evenly and prevent lumps from forming. One or both of the ingredients should be hot. If both stock and roux are hot (about 185°F), the thickening will take place almost immediately.
5. **Stir constantly** with a whip to ensure a lump-free product. Use a French whip for thick items and for blending semi-solid ingredients into a liquid. A balloon or piano wire whip is more flexible and has more wires than a French whip. It is preferable for many sauces, especially hollandaise, because it gives more action per stroke. This saves time and makes a better sauce.
6. **Season to taste.**
7. **Cook over low to medium heat** (195°-205°F) until proper consistency is reached. This should take five to eight minutes. If in doubt, it is better to serve a sauce that is too thin than one that is too thick. A good test is to dip a spoon into the sauce, lift the spoon out, and hold it with the bowl side down. The excess sauce will drip off; if it is the proper consistency, it will leave a thick, smooth coating on the back of the spoon.

* Cornstarch is often used as a thickener, particularly in Chinese cooking. It gives a clear sauce that shows off the food to good advantage. Cornstarch has twice the thickening strength of flour. For more information on this and other thickeners, see LAP 5.10b, *Preparing Soups*, Information Sheet 4.

Information Sheet 4 (continued)

Preparing Sauces and Gravies

8. If the sauce is not to be used immediately, **cover with a tight-fitting lid** and keep over hot water until serving time. This prevents a skin from forming on the top. Also, butter shavings can be placed on top of the sauce to keep it from drying out and forming skin. If a skin does form, remove it. This skin will give the sauce a lumpy appearance if stirred into the sauce.

Preparing Hollandaise Sauce

Hollandaise sauce is made with eggs, butter, lemon juice, and seasonings. The sauce and its derivatives are often used with fish, vegetables, and eggs. Stainless steel cookware must be used for the preparation of hollandaise sauce, since aluminum discolors eggs.

Hollandaise must be handled with great care because of its high butter and egg content; if the sauce is exposed to high heat for any length of time, it will "break." The temperature at which hollandaise must be held (not over 180°F) may allow the growth of bacteria. Hollandaise sauces should be made only in very small quantities and should not be held over from one meal to another. They should be kept for 90 minutes at most to avoid food poisoning.

The following are general steps for preparing hollandaise sauce:

1. Put the egg yolk in the stainless steel bowl. Add a few drops of cold water and mix well.
2. Put the bowl in hot water (temperature 160°F).
3. Beat the yolks slowly with a balloon whip until they foam and tighten.
4. Remove from water. Add melted butter very slowly while whipping continuously with the balloon whip.
5. Add lemon juice and seasonings.

Preparing Gravy

A gravy has the same flavor as the meat with which it is served. It is made from the drippings of the cooked meat. After the meat has cooked, water or stock is placed in the pan to dissolve the dried meat juices and to extract the flavor from the mirepoix. These drippings are scraped from the sides of the pan into the water. The pan is placed in the oven or on the stove until the water is filled with the flavor of the meat. This process is called deglazing.

Gravy is made using the deglazed meat drippings. Stock is often added to increase the amount of gravy. The stock should be made from the same kind of meat as the drippings. Roux made from the skimmed fat is then added to the drippings and stock.

Information Sheet 4 (continued)
Preparing Sauces and Gravies

**Characteristics of a
Well-Prepared Sauce
or Gravy**

All sauces and gravies that are properly prepared will have the following characteristics:

- ✓ They will have a slight sheen and be free of streaks.
- ✓ They will flow smoothly and be free of lumps.
- ✓ Their flavor will be rich but delicate. There will be no raw starch taste.
- ✓ They will be the appropriate color.
- ✓ They will be served at the temperature called for in the recipe.

Activity 4A

Practice Checklist: Prepare Espagnole (Brown) Sauce



Directions

Write down the steps and the standards for evaluation for this task **on a separate sheet of paper**. Then, ask your instructor for the tools, equipment, and ingredients you will need to practice this skill. **FOLLOW THE STEPS CAREFULLY.** You may want to look at the information in the LAP to help you perform the task.

Steps

1. Get a recipe for espagnole sauce from your instructor. Read the recipe and make any necessary adjustments, conversions, or substitutions.
2. Wash your hands.
3. Organize your work area by assembling all ingredients and utensils near the stove.
4. Prepare and heat the brown stock. Do a taste test.
5. Cut the mirepoix (vegetables).
6. Place fat or clarified butter in a saucepan and melt over heat.
7. Add the mirepoix and saute. **Do not brown the mirepoix.**
8. Add flour to form a roux. Stir constantly with a wire whip or spoon. Cook for 8 to 10 minutes. The roux should be brown.
9. Stir in brown stock and then tomato puree.
10. If necessary, add more stock to make the sauce thinner, or add roux to make the sauce thicker. Do a taste test.
11. Stir in seasonings.
12. Bring the mixture to a boil. Lower the heat, then simmer for 30 minutes. Stir often. **Do not allow scorching.**
13. Strain the mixture through a china cap into a bain-marie.
14. Use a ladle to puree the vegetables by forcing as much of the vegetable mixture as possible through the china cap. Do a taste test.
15. Throw away the leftover pulp that is in the china cap.
16. Serve the espagnole sauce hot over food; or, use it to make small sauces or store it in the refrigerator for later use.
17. Clean and sanitize the work area, equipment, and utensils.

Standards for Evaluation

1. Is the sauce smooth and free of lumps?
2. Does it look glossy and have a rich brown color?
3. Does it flow smoothly off the ladle, not drop in clumps or pour like water?
4. Does the sauce have a fresh, rich flavor, not overseasoned, floury, or too strong?
5. Does the sauce hold together so that the fat (butter) doesn't separate from the mixture and make the sauce look greasy?
6. Is the sauce being served at the correct temperature?

Activity 4B

Practice Checklist: Prepare Béchamel (Cream or White) Sauce



Directions

Write down the steps and the standards for evaluation for this task **on a separate sheet of paper**. Then, ask your instructor for the tools, equipment, and ingredients you will need to practice this skill. **FOLLOW THE STEPS CAREFULLY.** You may want to look at the information in the LAP to help you perform the task.

Steps

1. Get a recipe for béchamel sauce from your instructor. Read the recipe and make any necessary adjustments, conversions, or substitutions.
2. Wash your hands.
3. Organize your work area by assembling all ingredients and utensils near the stove.
4. Heat (scald) milk in a saucepan. **Do not boil.**
5. Place fat or clarified butter in a saucepan and melt over low heat until it looks clear. **Do not brown.**
6. Using a wire whip or spoon, stir in flour to form a roux.
7. Cook for 5 to 10 minutes, stirring constantly. **Do not brown!**
8. Slowly add hot milk while stirring constantly with a wire whip.
9. Continue stirring while cooking for at least 6 minutes. Do a taste test.
10. If necessary add more milk to make the sauce thinner, or more roux to make it thicker.
11. Add seasonings. Do a taste test.
12. Pour the sauce through a china cap into a bain-marie.
13. Place flakes of butter on the top to keep the sauce from forming a skin.
14. Serve the béchamel sauce hot over food; or, use it to make small sauces. **This sauce may be stored in the refrigerator for one day only; if stored longer, it will spoil.**

Standards for Evaluation

1. Is the sauce smooth and free of lumps?
2. Does it look glossy and have a rich, creamy color?
3. Does it flow smoothly off the ladle, not drop in clumps or pour like water?
4. Does the sauce have a fresh, rich flavor, not overseasoned, floury, or too strong?
5. Does the sauce hold together so that the fat (butter) doesn't separate from the mixture and make the sauce look greasy?
6. Is the sauce being served at the correct temperature?

Activity 4C

Practice Checklist: Prepare Tomato Sauce



Directions

Write down the steps and the standards for evaluation for this task **on a separate sheet of paper**. Then, ask your instructor for the tools, equipment, and ingredients you will need to practice this skill. **FOLLOW THE STEPS CAREFULLY.** You may want to look at the information in the LAP to help you perform the task.

Steps

1. Get a recipe for tomato sauce from your instructor. Read the recipe and make any necessary adjustments, conversions, or substitutions.
2. Wash your hands.
3. Organize your work area by assembling all ingredients and utensils near the stove.
4. Prepare and heat stock (usually ham or beef). Do a taste test.
5. Puree tomatoes (or use canned tomato puree).
6. Cut mirepoix (vegetables).
7. Place fat (may be ham or bacon grease) in a saucepan and melt over medium heat.
8. Add the mirepoix and saute. **Do not brown the mirepoix.**
9. Add seasonings, except for salt and sugar.
10. Add flour, stirring constantly with a wire whip. Cook for 5 to 10 minutes. **Do not brown.***
11. Stir in stock and tomato puree.
12. Bring the mixture to a boil. Stir occasionally with a wire whip.
13. Boil the mixture until vegetables are cooked and soft. Do a taste test.
14. Add sugar and salt to taste. Do a taste test.
15. Strain the sauce through a china cap into a bain-marie.
16. Throw away leftover pulp.
17. Serve the tomato sauce hot over food; or, use it to make small sauces or store it in the refrigerator for later use.
18. Clean and sanitize the work area, equipment, and utensils.

Standards for Evaluation

1. Is the sauce smooth and free of lumps?
2. Does it look glossy and have a rich red color?
3. Does it flow smoothly off the ladle, not drop in clumps or pour like water?
4. Does the sauce have a fresh, rich flavor, not overseasoned, floury, acidic (sharp) or too strong?

*To make tomato sauce without roux, skip this step and continue. Cook the stock and puree until it is reduced to the desired consistency.

Activity 4C (continued)

Practice Checklist: Prepare Tomato Sauce

-
5. Does the sauce hold together so that the fat doesn't separate from the mixture and make the sauce look greasy?
-
6. Is the sauce being served at the correct temperature?
-

Activity 4D

Practice Checklist: Prepare Velouté Sauce



Directions

Write down the steps and the standards for evaluation for this task **on a separate sheet of paper**. Then, ask your instructor for the tools, equipment, and ingredients you will need to practice this skill. **FOLLOW THE STEPS CAREFULLY.** You may want to look at the information in the LAP to help you perform the task.

Steps

1. Get a recipe for velouté sauce from your instructor. Read the recipe and make any necessary adjustments, conversions, or substitutions.
2. Wash your hands.
3. Organize your work area by assembling all ingredients and utensils near the stove.
4. Prepare white stock (chicken, fish, or veal) and heat. Do a taste test.
5. Place fat or clarified butter in a saucepan and heat it until it is melted and looks clear. **Do not brown.**
6. Using a wire whip, stir in flour to form a roux.
7. Cook for 5 to 10 minutes, stirring constantly. **Do not brown.**
8. Slowly add hot stock while stirring constantly with the wire whip.
9. Whip the mixture until all lumps disappear.
10. Simmer for 20 minutes or until the sauce is thick.
11. If necessary, add stock to make the sauce thinner, or roux to make it thicker. Do a taste test.
12. Add seasonings. Do a taste test.
13. Pour the sauce through a china cap into a bain-marie.
14. Serve the velouté sauce hot over food; or, use it to make small sauces or store it in the refrigerator for later use.
15. Clean and sanitize the work area, equipment, and utensils.

Standards for Evaluation

1. Is the sauce smooth and free of lumps?
2. Does it look glossy and have a rich white color?
3. Does it flow smoothly off the ladle, not drop in clumps or pour like water?
4. Does the sauce have a fresh, rich flavor, not overseasoned or too strong?
5. Does the sauce hold together so that the fat (butter) doesn't separate from the mixture and make the sauce look greasy?
6. Is the sauce being served at the correct temperature?

Activity E

Practice Checklist: Prepare Hollandaise Sauce



Directions

Write down the steps and the standards for evaluation for this task **on a separate sheet of paper**. Then, ask your instructor for the tools, equipment, and ingredients you will need to practice this skill. **FOLLOW THE STEPS CAREFULLY**. You may want to look at the information in the LAP to help you perform the task.

Steps

1. Get a recipe for hollandaise sauce from your instructor. Read the recipe and make any necessary adjustments, conversions, or substitutions.
2. Wash your hands.
3. Organize your work area by assembling all ingredients and utensils near the stove.
4. Squeeze a lemon for juice (or use prepared juice).
5. Melt butter in a small saucepan. Do not allow the butter to boil or the water in the butter will mix with the butterfat.
6. Put water in the bottom of a double boiler. Bring the water to a boil.
7. While waiting for the butter to melt and the water to boil, separate the egg yolks from the egg whites and leave the yolks in the top section of the double boiler. (Store the egg whites for other recipes.)
8. Add a few drops of cold water to the egg yolks and whip lightly.
9. Place the top section of the double boiler (with the egg yolks) over the bottom section. **Make sure the water level does not come up to the top section.**
10. Continue to whip rapidly so the eggs do not become scrambled.
11. When the eggs are the consistency of light custard, remove the pot from the heat.
12. **Immediately** add butterfat in a slow stream while whipping constantly.
13. As the sauce becomes thicker, add lemon juice to thin it.
14. Finish adding butterfat and lemon juice.
15. Season the sauce with salt and cayenne pepper. Do a taste test.
16. Serve the sauce while it is warm, or make small sauces. **Do not store or refrigerate hollandaise sauce!**
17. Clean and sanitize the work area, equipment, and utensils.

Standards for Evaluation

1. Is the sauce smooth and free of lumps?
2. Does it look glossy and have a rich yellow color?
3. Does it flow smoothly off the ladle, not drop in clumps or pour like water?

Activity 4E (continued)

Practice Checklist: Prepare Hollandaise Sauce

-
4. Does the sauce have a fresh, rich flavor, not overseasoned or too strong?
 5. Does the sauce hold together so that the butter doesn't separate from the mixture and make the sauce look greasy?
 6. Is the sauce being served at the correct temperature?
-

Activity 4F

Practice Checklist: Prepare Gravy



Directions

Write down the steps and the standards for evaluation for this task **on a separate sheet of paper**. Then, ask your instructor for the tools, equipment, and ingredients you will need to practice this skill. **FOLLOW THE STEPS CAREFULLY.** You may want to look at the information in the LAP to help you perform the task.

Steps

1. Get a recipe for gravy from your instructor. Read the recipe and make any necessary adjustments, conversions, or substitutions.
2. Wash your hands.
3. Organize your work area by assembling all ingredients and utensils near the stove.
4. Prepare stock from the same kind of meat bones the gravy is being made from (or use water only).
5. Cook the meat dish.
6. Remove the meat from the pan or pot.
7. Pour the grease into a saucepan. Set the saucepan aside.
8. Deglaze the meat pan or pot using warm stock or water. Scrape all the dried meat juices into the stock or water.
9. Set the pot or pan back on the stove or in the oven for about five minutes, or until it stops spitting.
10. While you are waiting, make a roux using the grease from the meat and flour. Brown the roux according to the recipe.
11. Add hot stock to the roux, whipping quickly. Do a taste test.
12. Add other ingredients (except seasonings) called for in the recipe.
13. If necessary, add stock to make the gravy thinner, or roux to make the sauce thicker. Do a taste test.
14. Simmer for 20 minutes.
15. Add seasonings. Do a taste test.
16. Pour the gravy through a china cap into a bain-marie.
17. Serve the gravy hot on meat or on a starch product with meat.
18. Clean and sanitize the work area, utensils, and equipment.

Standards for Evaluation

1. Is the gravy smooth and free of lumps?
2. Does it look glossy and have a rich color appropriate to the type of meat with which it is being served?
3. Does it flow smoothly off the ladle, not drop in clumps or pour like water?
4. Does the gravy have a fresh, rich flavor, not overseasoned, floury, or too strong?

Activity 4F (continued)
Practice Checklist: Prepare Gravy

-
5. Does the gravy hold together so that the fat doesn't separate from the mixture and make the gravy look greasy?
-
6. Is the gravy being served at the correct temperature?
-

**Activity 1:**

Matching Vocabulary Words

1. **herb**—a nonwoody plant, often used in foods and medicines; examples are oregano and basil
2. **spice**—a plant part (seeds, bark, nuts, or fruit) that has a strong, warm taste—often used in foods; examples are pepper and cinnamon
3. **seasoning**—a flavoring for foods; examples are herbs, spices, and salt
4. **grind**—to crush into bits; also, the size of the ground bits
5. **mortar and pestle**—a bowl and tool for pounding and grinding seasonings and medicines
6. **sauce**—a richly flavored liquid (usually thickened) used to make food taste and look better
7. **gravy**—a thickened liquid made from the natural juices of cooked meats; it has the same flavor as the meat it is served with, and may be supplemented with stock of the same flavor
8. **stock**—the liquid in which meat, poultry, or fish trimmings and bones, or vegetables have been cooked
9. **roux**—equal amounts of fat and flour cooked together to form a thick paste; used to thicken stock for soups and sauces; it may be either light or dark
10. **derive**—to obtain from a parent substance, as sauce from stock
11. **consistency**—the thickness or thinness of a food, usually judged by how the food feels or “behaves”—for example, how a sauce drips from a spoon
12. **concentrate**—to strengthen; also a liquid that has been reduced (the water cooked out), resulting in a strong flavor
13. **dilute**—to add water to make the flavor less strong
14. **break**—to form undesirable lumps in a sauce by overheating
15. **French whip**—a stiff wire whip used to blend semi-solid ingredients into liquids
16. **“balloon” or “plano” wire whip**—a flexible wire whip used to blend air into liquids or liquids into liquids
17. **double boiler**—a pot consisting of two sections; the lower section is used for boiling water, and the upper section, which fits over the lower, never touches the boiling water; used to prevent scorching or burning

Answer Keys for Written Activities (continued)

18. **bain-marie**—a tall food-storage container designed to fit into a hot- or cold-water bath
19. **clarified butter** (or margarine)—butter (or margarine) which is heated until it is clear or transparent and the fat is separated from the salt, water, and nonfat milk solids
20. **scalded milk**—milk heated to just below the boiling point, about 185°F, when a skin begins to form
21. **deglaze**—to add water to the crusted juices of browned meats so their flavor can be used
22. **mirepoix**—cleaned, rough-cut raw vegetables (usually onions, celery, and carrots) cooked with stocks and roasts and removed before service

Activity 2: Herbs and Spices

1. Use only fresh seasonings.
2. When using herbs and spices, remember: too much of any seasoning is not good; herbs and spices are stronger than the natural flavor of most foods; seasoning is meant to add flavor, not to overpower food (all of the above).
3. Spices are sold in whole or ground form.
4. Whole spices are seeds, bark, nuts, or fruits that are not ground.
5. Ground spices are seeds, bark, nuts, or fruits reduced to selected sizes and powders.
6. Generally, the larger the grind the longer-lasting the spice.
7. When storing seasonings, high temperatures may cause flavor loss.
8. Seasoning containers should be resealed immediately after use.
9. Seasonings should be stored to avoid high humidity, which can cause caking and color change.
10. You should usually use less freshly dried or ground seasonings than prepared seasonings.
11. Crushing herbs before using them brings out their flavor.
12. To learn what each seasoning tastes like in foods, you should taste the food you are preparing each time you add a new seasoning.

Activity 3A:
Sauces and Gravies

1. The three categories of sauces are: warm, cold, dessert.
2. The leading sauces are called "mother" sauces because so many sauces are made from them.
3. The leading or mother sauces are: espagnole, béchamel, velouté, hollandaise, tomato.
4. Small sauces are sauces that are made from leading sauces by adding a few ingredients.
5. Béchamel and hollandaise sauce are not kept in storage because they sour quickly.
6. Hollandaise is not a roux and stock sauce like all of the other sauces.

Activity 3B:
Chart of the Leading (Mother)
Sauces

Leading or Mother Sauce	Common Name	Color	Main Ingredients	Major Uses
1. <i>espagnole</i>	brown sauce	brown	brown stock + butter or margarine roux	beef, veal, pork, poultry, gravy, stews, and soups
2. <i>béchamel</i>	cream sauce or white sauce	cream or white	butter or margarine roux + cream	soups, fish and shellfish, poultry, dairy products, pasta dishes
3. <i>tomato</i>	tomato sauce	red	tomatoes + butter or margarine roux	pasta dishes, fish and shellfish, beef, veal, pork
4. <i>velouté</i>	velouté	cream or blond	white stock + butter or margarine roux	poultry, veal, fish and shellfish
5. <i>hollandaise</i>	butter sauce	yellow	butter or margarine + lemon juice + egg yolks	fish and shellfish, eggs, vegetables



State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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INSTRUCTOR'S
GUIDE
LAP

5.11

Using Herbs and Spices/ Preparing Sauces and Gravies

Basic Food Preparation



Sponsored and published by:
Florida Department of Education
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Research Coordinating Unit
Bureau of Program Improvement
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32301

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Romeo Massey, Project Manager

Catherine P. Fulford, Shahrokh Massoudi, Hilary L. Morris, and Margaret Van Every, Instructional Designers

Margaret Barlow, Ellen Wells, and Charles Silverman, Writer/Editors

John Francis, Visual Designer

Gary Carroll, Deborah Green, and Fred Clark, Illustrators

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Instructional Matrix

Directions

If you want to use only part of the materials in this LAP, use this matrix to help you select what you need.

Objectives	Instructional Materials	Practice and Feedback	Evaluation
Knowledge Objectives	Information Sheets	Written Activities	Written Test Items
1. Match a list of vocabulary words with their definitions (At least 19 out of 22 must be correct.)	1: Vocabulary	1: Matching Vocabulary Words	Part I: 1-20
2. Choose the correct words or phrases to complete multiple choice statements about herbs and spices. (At least 11 out of 12 must be correct.)	2: Herbs and Spices	2: Herbs and Spices	Part II: 1-12
3. Choose the correct words or phrases to complete multiple choice statements about sauces and gravies. (All 6 must be correct.)	3: Sauces and Gravies	3A: Sauces and Gravies	Part III: 1-6
4. Using matching words and phrases, fill in a chart of the leading ("mother") sauces with their names, colors, main ingredients, and major uses. (The chart must be completely correct for names, colors, and ingredients. At least 17 out of 20 of the major uses must be correct.)	3: Sauces and Gravies	3B: Chart of the Leading (Mother) Sauces	Part IV

Instructional Matrix (continued)

Objectives	Instructional Materials	Practice and Feedback	Evaluation
Skill Objectives	Information Sheets	Practice Checklists	Skills Test Items
1. Prepare espagnole (brown) sauce. The sauce must be smooth, glossy, and have a rich brown color. It should have the correct thickness. It should hold together and not become greasy. The sauce should have a fresh, rich flavor and be correctly seasoned. It should be served at the correct temperature.	4: Preparing Sauces and Gravies	4A: Prepare Espagnole (Brown) Sauce	Part I: 1-5
2. Prepare béchamel (cream or white) sauce. The sauce must be smooth, glossy, and have a rich (white or cream) color. It should have the correct thickness. It should hold together and not become greasy. The sauce should have a fresh, rich flavor and be correctly seasoned. It should be served at the correct temperature.	4: Preparing Sauces and Gravies	4B: Prepare Béchamel (Cream or White) Sauce	Part II: 1-5
3. Prepare tomato sauce. The sauce must be smooth, glossy, and have a rich red color. It should have the correct thickness. It should hold together and not become greasy. The sauce should have a fresh, rich flavor, be nonacidic, and be correctly seasoned. It should be served at the correct temperature.	4: Preparing Sauces and Gravies	4C: Prepare Tomato Sauce	Part III: 1-5

Instructional Matrix (continued)

Objectives	Instructional Materials	Practice and Feedback	Evaluation
Skill Objectives	Information Sheets	Practice Checklists	Skills Test Items
4. Prepare velouté sauce. The sauce must be smooth, glossy, and have a rich cream or blond color. It should have the correct thickness. It should hold together and not become greasy. The sauce should have a fresh, rich flavor and be correctly seasoned. It should be served at the correct temperature.	4: Preparing Sauces and Gravies	4D: Prepare Velouté Sauce	Part IV: 1-5
5. Prepare hollandaise sauce. The sauce must be smooth, glossy, and have a rich yellow color. It should have the correct thickness. It should hold together and not become greasy. The sauce should have a fresh, rich flavor and be correctly seasoned. It should be served at the correct temperature.	4: Preparing Sauces and Gravies	4E: Prepare Hollandaise Sauce	Part V: 1-5
6. Prepare gravy. The gravy must be smooth, glossy, and have a rich color appropriate to the type of meat it is being served with. It should have the correct thickness. It should hold together and not become greasy. The gravy should have a fresh, rich flavor and be correctly seasoned. It should be served at the correct temperature.	4: Preparing Sauces and Gravies	4F: Prepare Gravy	Part VI: 1-5

Notes to the Instructor

General Notes

- Before beginning this LAP, all students should view the State of Florida, Department of Education, Division of Vocational, Adult, and Community Education Food Production and Services Filmstrips, Part Two. These are acceptable for use with educable mentally retarded/handicapped (EMR/EMH) and academically disadvantaged students.
- There are no other materials for students who are educable mentally retarded/handicapped (EMR/EMH) or academically disadvantaged.
- Though this LAP is instructionally independent, it can be used in conjunction with the two LAPs in 5.10, *Stocks and Soups*. These LAPs teach prerequisite skills that are useful in preparing sauces.

OPPS

The materials in LAP 5.11 cover the following Florida **OPPS** (Occupational Proficiency Performance Standards):

Make brown sauce and variations.
Make tomato sauce and variations.
Make hollandaise sauce and variations.
Make white sauce and variations.
Make gravies.

Note: These standards do not include velouté sauce.

V-TECS

The materials in LAP 5.11 cover the following areas of the Florida/**V-TECS** (Vocational-Technical Education Consortium of States) *Commercial Cook* catalog:

Duty: Preparing and Cooking Soups and Sauces

Task: Make brown sauce and variations.

Objective: Given a recipe, sauce pot, wooden spoon,* vegetables, seasoning, flour, stock, other necessary ingredients, whip, strainer and cheesecloth, sauce tureen, ladle, and garnish for one variation, prepare a brown sauce and one variation. The sauce must be smooth, shining, have a rich, brown color and flowing consistency. It must be hot, fresh, flavorful, and contain accurate amounts of thickening and garnish.

Task: Make tomato sauce and variations.

Objective: Given a recipe, sauce pot, spoon, vegetables, seasoning, other necessary ingredients, strainer, food mill, sauce tureen, ladle, and garnish for one variation, prepare a tomato sauce and one variation. The sauce must be smooth, hot, have a flowing consistency, have a fresh, nonacidic flavor, and have a deep red color.

*Though this is included in the V-TECS standards, wooden utensils are not allowed by most health departments.

Notes to the Instructor (continued)

Task: Make white sauce and variations.

Objective: Given a recipe, sauce pot, wooden spoon,* fat, flour, salt, milk or cream, whip, strainer, cheesecloth, sauce tureen, ladle, and appropriate garnish for one variation, prepare a white sauce and one variation. The sauce must be smooth, shining, and have a rich, cream color and a flowing consistency. It must be hot, fresh, flavorful, and contain accurate amounts of thickening and garnish.

Task: Make hollandaise sauce and variations.

Objective: Given a recipe, stainless steel bowl, two small saucepans, whip, hollandaise sauce ingredients, strainer, cheesecloth, sauce tureen, ladle, and appropriate garnish for one variation, prepare a hollandaise sauce and one variation. The sauce must be warm, have a pale blond color, and have a flowing consistency. It must be totally emulsified, fresh, flavorful, and contain accurate amounts of garnish.

Task: Make gravy.

Objective: Given a recipe, meat drippings, flour, seasonings, water or stock, spoon, whip, sauce tureen, and ladle, prepare a gravy. The gravy must be smooth, shining, and have an appropriate brown color and a flowing consistency. It must be hot, fresh, flavorful, fatless, and contain accurate amounts of thickening.

Career MAP

The materials in LAP 5.11 cover or are related to the following Commercial Foods and Culinary Arts Career MAP (Career Merit Achievement Plan) competencies:

- Store and handle stocks, soups, and sauces.
- Bind soups, sauces, and stocks.
- Prepare roux and other thickening agents.
- Prepare béchamel sauce and derivatives.
- Prepare espagnole and demi-glace sauces and derivatives.
- Make jus and glace de viande.
- Prepare velouté sauce and derivatives.
- Prepare tomato sauce and derivatives.
- Recognize soups and sauces by taste and appearance.
- Prepare soup and sauce garnishes.
- Prepare cold soups.
- Prepare emulsions.
- Prepare hollandaise sauce and derivatives.
- Present stocks, soups, and sauces for serving.

*Though this is included in the V-TECS standards, wooden utensils are not allowed by most health departments.

Suggested Instructional Procedures

Individual Instruction

If you choose to use this LAP as a self-paced, self-instructional unit, have the students follow the learning steps in the LAP, as listed below.

Learning Steps in LAP 5.11

(Before beginning this LAP, ask your instructor for the filmstrip on sauces and gravies.)

1. Read and study **Information Sheet 1: Vocabulary**.
2. Complete **Activity 1: Matching Vocabulary Words**. Check your answers.
3. Read and study **Information Sheet 2: Herbs and Spices**.
4. Complete **Activity 2: Herbs and Spices**. Check your answers.
5. Read and study **Information Sheet 3: Sauces and Gravies**.
6. Complete **Activity 3A: Sauces and Gravies**. Check your answers.
7. Complete **Activity 3B: Chart of the Leading (Mother) Sauces**. Check your answers.
8. Read and study **Information Sheet 4: Preparing Sauces and Gravies**.
9. Complete **Activity 4A: Practice Checklist—Prepare Espagnole (Brown) Sauce**.
10. Complete **Activity 4B: Practice Checklist—Prepare Béchamel (Cream or White) Sauce**.
11. Complete **Activity 4C: Practice Checklist—Prepare Tomato Sauce**.
12. Complete **Activity 4D: Practice Checklist—Prepare Velouté Sauce**.
13. Complete **Activity 4E: Practice Checklist—Prepare Hollandaise Sauce**.
14. Complete **Activity 4F: Practice Checklist—Prepare Gravy**.
15. Get **Written Test 5.11** from your instructor and complete it. If you are successful, go on to Step 16; if not, talk with your instructor.
16. Have your instructor evaluate you on **Skills Test 5.11**. If you are successful, you have completed this LAP; if not, talk with your instructor.

Suggested Instructional Procedures (continued)

Group Instruction

If you choose to use this LAP as a unit of instruction for more than one student, the following teaching steps are suggested.

Teaching Steps for LAP 5.11

(Before beginning this LAP, show the filmstrip on sauces and gravies.)

1. Discuss the purpose of LAP 5.11.
2. Discuss the objectives in LAP 5.11.
3. Discuss the vocabulary words with the group.
4. Introduce the subject of herbs and spices.
5. Have each student read Information Sheets 1 and 2 and do Activities 1 and 2 in the LAP.
6. Show the students examples of various herbs and spices. Let them smell and taste them.
7. Introduce the subject of sauces.
8. Have each student read Information Sheets 3 and 4 and do Activities 3A and 3B.
9. Demonstrate the preparation of each of the leading sauces. Have students practice, with your assistance.
10. Demonstrate the preparation of gravy. Have students practice, with your assistance.
11. Give the students **Written Test 5.11** to complete. Evaluate the results, using the Answer Key in this Instructor's Guide. Make special arrangements for those who do not master this unit.
12. Use **Skills Test 5.11** to evaluate each student. Assign students who do not master tasks satisfactorily to practice more in the kitchen, with some assistance.
13. Use the additional instructional activities/enrichment with the group or with individual students.

Additional Instructional Activities/Enrichment

Suggested Readings

Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias*. 2nd ed. Alsip, Ill.: American Technical Publishers, 1973, pp. 278-323.

Written Test 5.11

I. Matching Vocabulary

Directions

Match each vocabulary word below with the correct definition. Write the letter of the definition in the blank beside the word. Definitions are on pages 10 and 11.

Vocabulary Words

- _____ (1) herb
- _____ (2) spice
- _____ (3) seasoning
- _____ (4) grind
- _____ (5) mortar and pestle
- _____ (6) sauce
- _____ (7) gravy
- _____ (8) stock
- _____ (9) roux
- _____ (10) derive
- _____ (11) consistency
- _____ (12) concentrate
- _____ (13) dilute
- _____ (14) break
- _____ (15) French whip
- _____ (16) "balloon" or "piano" wire whip
- _____ (17) double boiler
- _____ (18) bain-marie
- _____ (19) clarified butter (or margarine)
- _____ (20) scalded milk
- _____ (21) deglaze
- _____ (22) mirepoix

Written Test 5.11 (continued)

I. Matching Vocabulary

Definitions

- a. to strengthen; also, a liquid that has been reduced (the water cooked out), resulting in a strong flavor
- b. to form undesirable lumps in a sauce by overheating
- c. a bowl and tool for pounding and grinding seasonings and medicines
- d. to add water to make the flavor less strong
- e. equal amounts of fat and flour cooked together to form a thick paste; used to thicken stock for sauces and soups
- f. to obtain from a parent substance, as sauce from stock
- g. the thickness or thinness of a food, usually judged by how the food feels or "behaves"
- h. a pot consisting of two sections; the lower section is used for boiling water, and the upper section, which fits over the lower, never touches the boiling water; used to prevent scorching or burning
- i. butter (or margarine) which is heated until it is clear or transparent and the fat is separated from the salt, water, and non-fat milk solids
- j. a richly flavored liquid (usually thickened) used to make food taste and look better
- k. a thickened liquid made from the natural juices of cooked meats
- l. the liquid in which meat, poultry, or fish bones and trimmings, or vegetables have been cooked
- m. to crush into bits; also the size of the ground bits
- n. to add water to the crusted juices of browned meats so their flavor can be used
- o. a nonwoody plant, often used in foods and medicines
- p. a tall food-storage container designed to fit into a hot- or cold-water bath
- q. a flavoring for foods; examples are herbs, spices, and salt
- r. a plant part that has a strong, warm taste—often used in foods
- s. used to blend semi-solid ingredients into liquids
- t. milk heated to just below the boiling point

Written Test 5.11 (continued)

I. Matching Vocabulary

- u. cleaned, rough-cut raw vegetables cooked with stocks and roasts and removed before service
- v. used to blend air into liquids or liquids into liquids

Written Test 5.11 (continued)

II. Herbs and Spices

Directions

Read the following statements. Circle the letter of the word or phrase that best completes each statement.

1. Ground spices are _____.
 - a. spices that are collected from the ground, such as nuts
 - b. spices that come from under the ground, such as arrowroot
 - c. seeds, bark, nuts, or fruits reduced to selected sizes and powders
 - d. whole plants reduced to selected sizes and powders
2. Whole spices are _____.
 - a. seeds, bark, nuts, or fruits that have not been ground
 - b. whole plants that have been ground
 - c. ground up seeds, bark, nuts, or fruits
 - d. whole plants that have not been ground
3. Generally, the _____ the grind the longer-lasting the spice.
 - a. finer
 - b. drier
 - c. larger
 - d. smaller
4. Seasonings should always be _____.
 - a. fresh
 - b. whole
 - c. aged
 - d. ground
5. When using herbs and spices, remember: _____.
 - a. herbs and spices are stronger than the natural flavor of most foods
 - b. too much of any seasoning is not good
 - c. seasoning is meant to add flavor, not to overpower food
 - d. all of the above
6. Spices are sold in _____ form.
 - a. ground or fresh
 - b. whole or dried
 - c. whole or ground
 - d. ground or dried
7. _____ temperatures can cause flavor loss.
 - a. uneven
 - b. high
 - c. low
 - d. room
8. Seasoning containers should be _____.
 - a. resealed before storing
 - b. left open while cooking
 - c. resealed immediately after use
 - d. left open to air out after use

Written Test 5.11 (continued)

II. Herbs and Spices

-
9. To learn what each seasoning tastes like in foods, you should _____.
- a. make up your own recipes and add many different kinds of seasonings
 - b. taste the food you are preparing each time you add a new seasoning
 - c. eat at different kinds of restaurants.
 - d. follow standard recipes
10. Seasonings should be stored to avoid _____, which can cause caking and color change.
- a. high humidity
 - b. low humidity
 - c. high temperature
 - d. low temperature
11. You should usually use _____ prepared seasonings (than, as) freshly dried or ground seasonings.
- a. less
 - b. more
 - c. the same amount of
 - d. twice as much
12. Before using herbs, _____ them to bring out their flavor.
- a. dry
 - b. crush
 - c. brown
 - d. all of the above

Written Test 5.11 (continued)

III. Sauces and Gravies

Directions

Read the following statements. Circle the letter of the word or phrase that best completes each statement.

1. The "mother" (leading) sauces are: _____,
_____, _____, and _____.
 - a. béchamel, espagnole, italiano, béarnaise, hollandaise
 - b. brown, cream, green, white, red
 - c. meat, poultry, vegetable, fish, shellfish
 - d. béchamel, velouté, espagnole, hollandaise, tomato
2. Small sauces are sauces that _____.
 - a. are used in small amounts because they are so rich
 - b. are always made in small amounts because of spoilage problems
 - c. are made from leading sauces by adding a few ingredients
 - d. use a very small decorative garnish cut in shapes
3. The three categories of sauces are: _____,
_____, and _____.
 - a. hot, frozen, cold
 - b. cold, dessert, warm
 - c. brown, white, red
 - d. meat, poultry, fish
4. The leading sauces are called "mother" sauces because _____.
 - a. so many sauces are made from them
 - b. they add warmth and color to the food
 - c. they are the five most used sauces
 - d. they are the five best sauces
5. Because they sour quickly, _____ and _____
sauces are not kept in storage.
 - a. espagnole, béchamel
 - b. hollandaise, espagnole
 - c. tomato, espagnole
 - d. hollandaise, béchamel
6. Hollandaise is not a _____ and _____ sauce like
the other mother sauces.
 - a. stock, butter
 - b. butter, egg
 - c. roux, stock
 - d. cream, roux

Written Test 5.11 (continued)

IV. Chart of the Leading (Mother) Sauces

Directions

Fill in the chart using the lists below. You may use a term more than once.

Leading or Mother Sauce	Common Name	Color	Main Ingredients	Major Uses
1. <i>velouté</i>	_____	_____	_____	(name three) _____
		_____	_____	_____
			_____	_____
2. <i>espagnole</i>	_____	_____	_____	(name five) _____
		_____	_____	_____
			_____	_____
3. <i>béchamel</i>	_____	_____	_____	(name five) _____
		_____	_____	_____
			_____	_____
4. <i>hollandaise</i>	_____	_____	_____	(name three) _____
		_____	_____	_____
			_____	_____
5. <i>tomato</i>	_____	_____	_____	(name four) _____
		_____	_____	_____
			_____	_____

Common Names

cream sauce or white sauce
velouté
tomato sauce
brown sauce
butter sauce

Colors

red
brown
cream or white
yellow
cream or blond

Main Ingredients

butter or margarine
white stock
brown stock
tomatoes
lemon juice
butter or margarine roux
egg yolks
cream

Major Uses

beef
poultry
fish and shellfish
veal
pork
eggs
vegetables
dairy products
pasta dishes
soups
stews
gravy

Check your answers in the back of this LAP. If you missed any, review Information Sheet 3.

Answer Key for Written Test

Each section in the Written Test covers one objective and, therefore, should be evaluated separately. Criteria for evaluating each section are suggested below.

- I.** To master this objective, the student should answer 19 out of 22 items correctly.

1. o	8. l	15. s
2. r	9. e	16. v
3. q	10. f	17. h
4. m	11. g	18. p
5. c	12. a	19. i
6. j	13. d	20. t
7. k	14. b	21. n
		22. u

- II.** To master this objective, the student should answer 11 out of 12 items correctly.

1. c	5. d	9. b
2. a	6. c	10. a
3. c	7. b	11. a
4. a	8. c	12. b

- III.** To master this objective, the student should answer all 6 correctly.

1. d	4. a
2. c	5. d
3. b	6. c

- IV.** To master this objective, the student should fill in all names, colors, and ingredients correctly. At least 17 out of 20 of the major uses must be correct. (Use the chart on the following page for evaluation.)

Answer Key for Written Test (continued)

Chart of the Leading (Mother) Sauces

Leading or Mother Sauce	Common Name	Color	Main Ingredients	Major Uses
1. <i>velouté</i>	velouté	cream or blond	white stock + butter or margarine roux	poultry, veal, fish and shellfish
2. <i>espagnole</i>	brown sauce	brown	brown stock + butter or margarine roux	beef, veal, pork, poultry, gravy, stews, and soups
3. <i>béchamel</i>	cream sauce or white sauce	cream or white	butter or margarine roux + cream	soups, fish and shellfish, poultry, dairy products, pasta dishes
4. <i>hollandaise</i>	butter sauce	yellow	butter or margarine + lemon juice + egg yolks	fish and shellfish, eggs, vegetables
3. <i>tomato</i>	tomato sauce	red	tomatoes + butter or margarine roux	pasta dishes, fish and shellfish, beef, veal, pork

Skills Test 5.11

Using Herbs and Spices; Preparing Sauces and Gravies

Student's Name _____

Date _____

The Student Can:

Yes No

I. Prepare espagnole (brown) sauce.

1. Organized work area and ingredients before beginning. _____
2. Followed recipe correctly. _____
3. Followed procedures correctly. _____
4. Produced an acceptable product.
Criteria: Is the sauce smooth and free of lumps? Does it look glossy and have a rich brown color? Does it flow smoothly off the ladle, not drop in clumps or pour like water? Does the sauce have a fresh, rich flavor, not overseasoned, floury, or too strong? Does the sauce hold together so that the fat (butter) doesn't separate from the mixture and make the sauce look greasy? Is the sauce being served at the correct temperature? _____
5. Cleaned work area well. _____

II. Prepare béchamel (cream or white) sauce.

1. Organized work area and ingredients before beginning. _____
2. Followed recipe correctly. _____
3. Followed procedures correctly. _____
4. Produced an acceptable product.
Criteria: Is the sauce smooth and free of lumps? Does it look glossy and have a rich cream or white color? Does it flow smoothly off the ladle, not drop in clumps or pour like water? Does the sauce have a fresh, rich flavor, not overseasoned, floury, or too strong? Does the sauce hold together so that the fat (butter) doesn't separate from the mixture and make the sauce look greasy? Is the sauce being served at the correct temperature? _____
5. Cleaned work area well. _____

III. Prepare tomato sauce.

1. Organized work area and ingredients before beginning. _____
2. Followed recipe correctly. _____
3. Followed procedures correctly. _____
4. Produced an acceptable product.
Criteria: Is the sauce smooth and free of lumps? Does it look glossy and have a rich red color? Does it flow smoothly off the ladle, not drop in clumps or pour like water? Does the sauce have a fresh, rich flavor, not acidic, overseasoned, floury, or too strong? Does the sauce hold together so that the fat (butter) doesn't separate from the mixture and make the sauce look greasy? Is the sauce being served at the correct temperature? _____
5. Cleaned work area well. _____

Skills Test 5.11 (continued)

Using Herbs and Spices; Preparing Sauces and Gravies

The Student Can:

Yes No

IV. Prepare velouté sauce.

- | | | |
|---|-----|-----|
| 1. Organized work area and ingredients before beginning. | ___ | ___ |
| 2. Followed recipe correctly. | ___ | ___ |
| 3. Followed procedures correctly. | ___ | ___ |
| 4. Produced an acceptable product.
Criteria: Is the sauce smooth and free of lumps? Does it look glossy and have a rich cream or blond color? Does it flow smoothly off the ladle, not drop in clumps or pour like water? Does the sauce have a fresh, rich flavor, not overseasoned, floury, or too strong? Does the sauce hold together so that the fat (butter) doesn't separate from the mixture and make the sauce look greasy? Is the sauce being served at the correct temperature? | ___ | ___ |
| 5. Cleaned work area well. | ___ | ___ |

V. Prepare hollandaise sauce.

- | | | |
|---|-----|-----|
| 1. Organized work area and ingredients before beginning. | ___ | ___ |
| 2. Followed recipe correctly. | ___ | ___ |
| 3. Followed procedures correctly. | ___ | ___ |
| 4. Produced an acceptable product.
Criteria: Is the sauce smooth and free of lumps? Does it look glossy and have a rich yellow color? Does it flow smoothly off the ladle, not drop in clumps or pour like water? Does the sauce have a fresh, rich flavor, not overseasoned, floury, or too strong? Does the sauce hold together so that the fat (butter) doesn't separate from the mixture and make the sauce look greasy? Is the sauce being served at the correct temperature? | ___ | ___ |
| 5. Cleaned work area well. | ___ | ___ |

VI. Prepare gravy.

- | | | |
|--|-----|-----|
| 1. Organized work area and ingredients before beginning. | ___ | ___ |
| 2. Followed recipe correctly. | ___ | ___ |
| 3. Followed procedures correctly. | ___ | ___ |
| 4. Produced an acceptable product.
Criteria: Is the gravy smooth and free of lumps? Does it look glossy and have a rich color appropriate to the type of meat with which it is being served? Does it flow smoothly off the ladle, not drop in clumps or pour like water? Does the gravy have the fresh, rich flavor of the meat it is being served with, not overseasoned, floury, or too strong? Does the gravy hold together so that the fat (butter) doesn't separate from the mixture and make the gravy look greasy? Is the gravy being served at the correct temperature? | ___ | ___ |
| 5. Cleaned work area well. | ___ | ___ |



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